



# IELTS Practice Test Volume 8

## Listening Practice Test 2

### HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <https://link.intergreat.com/jytWs> on your computer
2. Use your mobile device to scan the QR code attached



## Questions 1-4

Complete the following information about the cars available for rental using **NO MORE THAN THREE WORDS OR NUMBERS** for each answer.

Name	Size	Miles per gallon	Price*
IOTA	Small	20	£23
COMBI	medium	17	£28.75
ROADSTER	1 _____	2 _____	£ 3 _____
*Prices include tax and 4 _____			

## Questions 5-7

Complete the following information using **NO MORE THAN THREE WORDS OR NUMBERS** for each answer.

Name	David 5 _____
Company	6 _____
Address	7 _____ Arlington Close, Beddleton, Yorkshire.
Telephone	0676934888

## Questions 8-10

Complete the following sentences.

In the car, there is a 8 \_\_\_\_\_ and a torch.

The registration number of the car is 9 \_\_\_\_\_

The car uses a 10 \_\_\_\_\_ locking system.

## Questions 18-20

Choose the correct answer or answers from A-D.

8 The traveller found New Yorkers to be

A  kind

B  rude

- C pushy
- D helpful

19 Which people showed the traveller around New York?

- A Her friend.
- B Her friends.
- C Her friends' neighbours.
- D Strangers

20 What event did the traveller not attend?

- A A chess tournament.
- B The Feast of San Gennaro.
- C The Annual African American Day Parade.
- D Richmond County Fair.

### Questions 11-14

Answer the following questions using **NO MORE THAN THREE WORDS** for each answer.

How did the traveller hear about New York?

11 \_\_\_\_\_

How did the speaker travel to New York?

12 \_\_\_\_\_

What surprised the traveller about New York's airport?

13 \_\_\_\_\_

What happened in London?

14 \_\_\_\_\_

### Questions 15-17

Complete the following sentences using **NO MORE THAN THREE WORDS** for each answer.

The traveller liked the different kinds of 15 \_\_\_\_\_

Things that the traveller didn't like in New York were the 16 \_\_\_\_\_

From the flat, the traveller could see the 17 \_\_\_\_\_

## Questions 21-24

Complete the notes on how to teach kinaesthetic learners using **ONLY ONE WORD** for each gap.

Gestures-especially 21 \_\_\_\_\_ ones.

Spell out words in the 22 \_\_\_\_\_

Put 23 \_\_\_\_\_ on board and students label it.

Students 24 \_\_\_\_\_ out words and others guess them.

## Questions 25-27

Complete the following sentences about visual learners using **NO MORE THAN THREE WORDS** for each answer.

Flash cards can be different colours according to the 25 \_\_\_\_\_

Students learn new words by 26 \_\_\_\_\_ them in texts and ask their partners for meanings.

Lastly, Tina points out that 27 \_\_\_\_\_ can be used.

## Questions 28-30

Complete the summary on auditory learners using **NO MORE THAN THREE WORDS** for each gap.

Students listen to a 28 \_\_\_\_\_ and draw what they hear or the teacher could describe a picture and the teacher and students can see whose picture was closest to the original.

Each student gets a flash card and holds up their card when the 29 \_\_\_\_\_ is used in a song, poem or story. Students add a sentence to a story, including the word on their flash card.

The teacher gives the students lyrics with some words replaced by 30 \_\_\_\_\_ words. Students listen to the song and make corrections.

## Questions 31-33

Complete the following sentences according to the information given by the tutor. Use **NO MORE THAN THREE WORDS** for each answer.

Note taking improves your ability to 31 \_\_\_\_\_ on what the speaker says.

Note taking allows you to get a 32 \_\_\_\_\_ of the material being presented.

There are many ways of taking notes, but they must allow you to 33 \_\_\_\_\_ contained in them and connect them together.

## Questions 34-38

Complete the following notes according to the information given by the tutor. Use **NO MORE THAN THREE WORDS** for each answer.

<b>Title of lecture:</b>	Write it down 34 _____
<b>Direct signal</b>	For example 35 _____ you get this down.”
<b>Indirect signal</b>	Pausing. Speaking slowly, loudly. Using stress.
<b>Repetition</b>	36 _____ and add new information.
<b>Book recommendation</b>	Tutor usually 37 _____ reading whole book.
<b>General advice</b>	Avoid repetition 38 _____ obvious points.
Summarize important ideas	

## Questions 39-40

Complete the following notes on recommended books. Use **NO MORE THAN THREE WORDS**.

Title	Author	Suggested unit
39 _____	Tony Lynch	6 and 12
Learning to Study in English	Brian Heaton and Don Dunmore	40 _____



## Solution:

### Part 1: Question 1 - 10

- |              |                       |
|--------------|-----------------------|
| 1 medium     | 2 17                  |
| 3 31.05      | 4 insurance           |
| 5 Browne     | 6 Hectrix Electronics |
| 7 Unit 2/Two | 8 A                   |
| 9 K758 SMD   | 10 central            |

### Part 2: Question 8 - 20

- |                                  |                            |
|----------------------------------|----------------------------|
| 8 A                              | 19                         |
| 20 C                             | 11 (from) friends          |
| 12 (travelled/traveled) by plane | 13 lot of foreigners       |
| 14 (they) changed planes         | 15 buildings and monuments |
| 16 crowds (and) (bad) weather    | 17 ocean                   |

### Part 3: Question 21 - 30

- |           |        |
|-----------|--------|
| 21 finger | 22 air |
| 23 poster | 24 act |

25 part(s) of speech

27 spider diagrams

29 word or phrase

**Part 4: Question 31 - 40**

31 concentrate

33 reproduce the ideas

35 Make sure

37 doesn't suggest

39 Study Listening

26 highlighting

28 dictation

30 rhyming

32 deeper understanding

34 in full

36 Go back

38 Omit

40 5,10/ 5 and 10

## SECTION 1

Saleswoman: Good morning, sir. How can I help you?

Man: I'd like to rent a car, please.

Saleswoman: Certainly. What kind of car were you thinking of?

Man: Oh, a small or medium sized one. Could you show me a brochure or leaflet with the different available types?

Saleswoman: Of course. We have one type of small car and two types of medium sized ones. As you can see, the small type is called the Lota and **Q1** the medium ones are called the Combi and the Roadster.

Man: Thank you. I see the Lota offers twenty miles to the gallon in urban areas.

Saleswoman: Yes. It's certainly very economical. The Combi is almost as good at 18 miles to the gallon. **Q2** The Roadster offers 17-is that right?

Man: You're right.

Saleswoman: Of course, those mileages go up substantially when driving on motorways.

Man: Of course. I'll be driving around town. The only time I'll be using a motorway is from here, the airport, to the centre.

Saleswoman: I see. Well, I'd recommend the small Lota. Parking can be difficult in town and it's a touch easier with a small vehicle.

Man: Yes, of course. Let me just look at prices before making a final decision. I'm here on business and will need the car for four days. The daily rate for the Lota is ...

Saleswoman: £20 plus tax. The Combi is twenty five pounds and the Roadster is £27. Again, those prices are before tax.

Man: The tax is 15%, right?



Saleswoman: Yes. So the total costs are £23, £28.75 and £ **Q3** 31.05 per day respectively.

Man: **Q4** Do those prices include insurance ?

**Q4** Saleswoman: Yes, they do. However, the insurance only covers one driver – the one who signs the rental agreement . We can cover other drivers for an additional fee.

Man: That's OK. I'm here alone. OK, I'll take the lota. Oh, what about fuel costs?

Saleswoman: All of our cars have a full tank when customers take them. If the car is returned with a full tank, there's no additional fee. Otherwise, we have to charge for the tank to be refilled .

Man: I see. There's a filling station here at the airport , so I'll take care of that there when I return the car.

Saleswoman: That's what most of our customers do. Could I take a few details ? Then I'll print out two copies of the rental agreement for you to sign. I'll need your name and the name of your company first of all.

Man: **Q5** My name is David Browne-that's Browne with an 'e'. **Q6** My company name is hector Electronics-that's spelt H E C T R I X.

Saleswoman: And what is the company's address, please?

Man: It's **Q7** Unit 2, Arlington Close, Baddleton, Yorkshire.

Saleswoman: And the telephone number?

Man: oh six seven five nine three four eight eight eight .

Saleswoman: Will you be using a company credit card or your own one?

Man: I have a company credit card . ... There you are.

Saleswoman: Thank you. I'll just run this through the machine. Could you enter your PIN, please? ... Thanks. ... OK I've entered the details of the rental, but I've left the rest blank in case there are any extra charges, such as fuel.

Man: Right. I should sign here, shouldn't I?

Saleswoman: Yes, please. Now, let me tell you a few things about the car. There's a **Q8 first aid kit** in the boot. That has to be there by law. There's also a torch in the glove compartment, just in case. Do you have a map of the town?

Man: No, I don't. I was hoping you could provide one.

Saleswoman: That's no problem. Here you are. You won't need one for the surrounding area, will you?

Man: No, I won't. Thank you. Is that everything?

Saleswoman: Yes. The car is parked over there. It's the blue one. **Q9 The registration number is k7 5/8 smd oh.**

Man: Ah, yes. I see it.

Saleswoman: Here are the keys. The car has an alarm that you can switch on and off using this button here.

Man: Does the car have **Q10 central** locking?

Saleswoman: Yes. it does.

Man: Well, thank you very much. Goodbye.

Saleswoman: Goodbye, sir.

## SECTION 2

Interviewer: What was your holiday location and how did you hear about it?

Interviewee: My holiday location was New York, **Q11 I heard about visiting New York from some friends who were there** and who were impressed of the beauty of the city and who even decided to stay there and start a new life. My friend and I received an invitation last summer from these friends so I spent my holiday there. It was the best holiday I've ever been on.

Interviewer: So, you just went there with one friend, right?

Interviewee: Yes. **Q12 I travelled with my best friend and it was very exciting because it was**

the first time either of us had travelled by plane- Our excitement grew higher and higher as we got close to New York. At the airport **Q13** I saw a lot of foreigners who had come there to work or to visit this incredible city and I must say I was amazed by the number of these foreigners, I don't think I have ever seen so many foreign people in one place.

Interviewer: How much time did you spend finding out information about New York and what resources did you use?

Interviewee: I gathered the information I needed from my friends who live there, from the Internet, from the brosius that I took from the American embassy and of course from the travel agency where I got an idea of the cost of the trip and the flights. We got cheaper tickets by not taking a direct flight. We **Q14** changed planes in London.

Interviewer: Can you tell us the thing you like most in this place?

Interviewee: The thing that I liked most in New York was definitely the variety of **Q15** buildings and monuments. I also enjoyed the parks. They were great. New York is a unique city. It's like you are in the middle of the world. It's considered by many to be the economic centre of the world. I also liked the people. Some people told me that New Yorkers have a reputation for being unfriendly, but I didn't notice this.

Interviewer: Were there any things that you didn't like?

Interviewee: **Q16** I think that the downside of my holiday was that there are crowds on the streets every day, almost all day long. Also, sometimes the bad weather that kept us in the house.

Interviewer: How was your accommodation?

Interviewee: My friends live in a big flat. My friend and I shared a bedroom, which was very big and comfortable and most of all we had the perfect view-view overlooking the **Q17** ocean. So I must say that we had all the comfort we needed. They even gave us access to a computer for us to check our email or to play on when we were in the mood and when the weather was bad.

Interviewer: You said that the people there were fine.

Interviewee: Yes. **Q18** The people from New York are very kind and now I will tell everybody I know this. Whenever we needed help on the street, because we didn't know where to go or because we found the map confusing, they always gave us a hand and helped us find our way.

Interviewer: Did you make any new friends? Have you kept in touch?

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Interviewee: Yes I made some new friends there. **Q19** I made friends with my friend's neighbors. We spent much of our time together and sometimes they were our guides around the city.

Interviewer: How did you spend your time? Did you participate in any recreational activities?

Interviewee: During the day we went visiting and walking on the streets for hours. And when the weather was bad we played a lot of chess. We had the chance to participate in **Q20** the 78th Annual Feast of San Gennaro, but we missed the 36th Annual African American Day Parade through the whole of Manhattan. And we went to the Richmond County Fair on Staten Island, which amazed us in every possible way.

## SECTION 3

Tutor: Come in, everyone. The office might be a bit crowded with four of us and all these materials! There's coffee over there-help yourselves. ... Now, we're here to discuss three types of learners- learners kinesthetic, visual and auditory-and how we can teach each type. I gave each of you one of them to consider. Jack, can we look at yours first, please. You were assigned to kinaesthetic learners, weren't you?

Jack: Yes, I was. The first idea I had was using gestures, **Q21** particularly finger gestures. Teachers can use them to emphasize stress on certain syllables. They can also use their fingers to write words in the **Q22** air-spelling out the letters. The second thing is that the teacher can use the board. The teacher can ask students to spell words by going to the board and writing them up. The teacher could also ask students to write a letter each, in order. The teacher could put a **Q23** poster on the board and students could go to the board with labels and label it as directed by the teacher. Another possibility is to ask students to organize words into categories on the board.

Tutor: Good. The important thing is to keep kinaesthetic learners active- moving.

Helen: Games are good for them. Jack, did you think of any?

Jack: Yes, Helen. I thought of a couple. One is like charades. Divide the students into two or three teams. **Q24** Give the students on one team some words and ask them to act them out. For example, if the word is 'cold', a student might shiver. The other teams have to guess the words.

Tutor: Good idea. Simple, but effective. Well done. Tina?

Tina: Well, I was asked to think about teaching visual learners. Flash cards are good in my opinion . The students can guess words from seeing part of the flashcard-which can be a word or a picture-or the teacher can show students the flash cards very quickly. Maybe that's how flash cards got their name! Flash cards can also have different background colours depending on which **Q25 part of speech** they are- noun, verb, adjective, adverb, etc. Students could also learn from their peers by **Q26 highlighting** words they don't know, in a text for example, then asking, helping each other with unknown words.

Jack: I know a good game for visual learners. Make a set of cards-half with words on and half with pictures . The cards are face down and students can turn over two at a time. If the word and picture match, they keep the cards. If they don't, they turn them face down again and the next student tries.

Tutor: Great idea. Visual learners are often good at categorizing words.

Each page in the student's notebook refers to a category of words. Students write new words on the correct page in their notebook for faster recall. For example, page one might be food and page two could be telephone phrases .

Tina: **Q27 Spider diagrams** are good too.

Tutor: Yes, they are. Helen, you were assigned auditory learners.

Helen: OK. I had these ideas for teaching auditory learners. First, they could listen to a **Q28 dictation** and draw what they hear. For example, students listen to the teacher describing items of furniture and then draw them in the appropriate rooms of the house. Or the teacher could describe a picture. After the description , the teacher and students can see whose picture was closest to the original. Flash cards can also be used. Each student gets a flashcard and they hold up their card when they hear that **Q29 word or phrase** in a song, poem or story. Another way of using them is to go around the class, with each student adding a sentence to a story, including the word on their flash card.

Tutor: Auditory learners can also learn using songs and music. Any suggestions ?

Tina: The teacher could give the students a text of a song, you know, the lyrics, with some words replaced by a **Q30 rhyming** word. Students then listen to the song and make corrections .

Tutor: That's a really good idea. Perfect for auditory learners. Well, thank you for your suggestions. I have a few other ideas you might consider

## SECTION 4

Tutor: Welcome to this class on note taking. Let's take a look at the basics first of all. The first question we need to look at is 'Why take notes?' The purpose of taking notes during a lecture is to help you to **Q31 concentrate** on what the speaker is saying and to provide you with a summary in note form so that you can write up your notes in full later. Also, it may be that the notes provided by the lecturer are not sufficient -the lecturer may add new information during the lecture and your own notes will be needed to provide you with a complete record of the lecture. Taking your own notes will promote a **Q32 deeper understanding** of the content of the lecture.

So, how do you take notes? The general principle in note taking is to reduce the language by shortening words and sentences. The following advice will help you to take notes efficiently, leaving you free to listen to your lecturer. Remember that these notes are for you and as such you can use any method you like, so long as it enables you to **Q33 reproduce the ideas** contained in the notes and show how these ideas connect to each other later. However, there are certain principles you should bear in mind and certain conventions that are commonly used which you may find useful. First of all, you must be able to determine what you need to write down, what is important to you.

How do you know what is important and what is not? This is not an easy question to answer, but there are things you can look out for. The first piece of information you receive is the title of the lecture. This is perhaps the most important single piece of information of the whole lecture, so you should make sure that you write it down **Q34 in full**. Even better-find out what it is beforehand so that you can have time to think about what the lecture will be about.

Secondly, listen for direct or indirect signals from the lecturer that tell you what is importance. As a direct signal, for example, he/she may say, "This is important, write it down," or "**Q35 Make sure** you get this down." Or, he/she may make indirect signals such as pausing before saying something important, or saying it slowly, loudly or with greater stress. Listen for repetition. When the lecturer repeats a point, **Q36 go back** to your first notes and add in any new details or information.

When a teacher or lecturer recommends a student to read a book it's usually for a particular purpose. The book may contain useful information about the topic being studied or it may be invaluable for the ideas or views that it puts forward, and so on. In many cases, the teacher **Q37 doesn't suggest** that the whole book should be read. In fact, he may just refer to a few pages which have a direct bearing on the matter being discussed.

Now, how should you write your notes? As mentioned above, you can make notes in any way

that you like, but the following guidelines will help you to develop a style that is both quick and accurate . Concentrate on the important ideas-avoid avoid repetition and **Q38 omit** things that do not need to be stated specifically because only you yourself will be reading the notes and you will know what they are referring to. Summarise important ideas- you can use words that are not used by the lecturer to restate in a shorter form what he/she is saying. Write in short phrases rather than in complete sentences.

Many students ask me when they should write up their notes. You might not have time to note down everything you want during the lecture itself so you must rewrite them as soon as possible so that you minimise the risk of forgetting something. Finally, you should decide on a personal note-taking style and be willing to adapt according to whom you are listening.

For more practice in note taking, take a look at these books which can be found in the resource Room: “**Q39 Study Listening**” by Tony Lynch, particularly units 6 and 12. Then there’s “Learning to Study in English” by Brian Heaton and Don Dun more, more especially **Q40 units 5 and 10**. The first one is published by Cambridge University Press and the second one is published by Oxford University Press.